

## **Annotation**

The following bachelor thesis deals with a topic of the coordinators of inclusive education at primary schools. The coordinator of inclusion is a specialized member of school's staff whose duties are to help the school to cope with the inclusive education successfully. The position of the coordinator assumes that teachers and other school's staff do not know how to deal with educational inclusive elements they are supposed to follow and carry out. The coordinators might help the school to establish a pro-inclusive environment where all the actors know how to educate the children with the special educational needs. The coordinator of inclusion is not legislatively enshrined so the school has to decide whether the position of the coordinator will be established there. The thesis uses the semi-structured interviews with a member of the teaching staff, with a school principal or his/her deputy head, and with the coordinator. The interviews will be analysed using the thematic analysis. I will focus on describing the particular duties of the coordinators, then on the perceptions of the teachers and principals to the coordinators and their mutual interactions. The analysis will be also focused on the potential problems and limitations of the coordinator's job. The results of this thesis show that there is no straight conception of what coordinator must do. This problem is closely attached to the highly limited legislative concept of this member of the school staff. Based on the results of the thesis the coordinator is very important for implementation of inclusive education, especially in the view of helping the teachers and other school staff to accept the principles of inclusive education, and to make it more understandable and efficient.